

For the year ending October 1st, 1851, we glean the following:

Whole number under 21 years of age . . . . .	4,100
Number of districts . . . . .	24
Number of schools taught . . . . .	24
Number of teachers . . . . .	24
Number of school-houses . . . . .	18
Average monthly wages paid male teachers . . . . .	\$20.00
Average monthly wages paid female teachers . . . . .	\$12.00
Whole amount paid to teachers . . . . .	\$6,420.00
Whole amount expended for public schools . . . . .	\$6,420.00

The following is taken from the county school superintendent's report made for the school year ending June 30th, 1882:

Whole number of males under 21 years of age . . . . .	3,499
Whole number of females under 21 years of age . . . . .	3,373
Total . . . . .	6,872
Number of districts in the county . . . . .	47
Number of schools taught . . . . .	53
Graded schools . . . . .	2
Parochial schools . . . . .	8
Number of teachers in public schools . . . . .	63
Number of school-houses . . . . .	51
Highest monthly wages paid teachers . . . . .	\$25.00
Lowest monthly wages paid teachers . . . . .	\$20.00
Annual amount paid to teachers . . . . .	\$23,482.18
Total school expenses for the year . . . . .	\$34,520.44
Value of school property in the county . . . . .	\$66,310

From the above showing, it may be readily be seen with what strides the county has increased in population, and has progressed in its educational interests. In three decades it has nearly trebled in its number of teachers and school-houses. The manner of teaching has kept pace with the age, and the school-houses are mostly of the modern style, and in the main supplied with the latest and most approved furniture and other school belongings. As an example of the manner of the thinking and disfavor of the public school system, in the minds of some no longer ago than 1858, we take the privilege of inserting the sentiment, expressed under the head of remarks, by a Township Treasurer, to the then county superintendent of schools. "The people in this section are very generally dissatisfied with the present school law, and if it cannot be amended so as to operate better, they think there had better be no law at all. On the subject last year, four of the districts had a tax to the amount of over \$900 of which the collector paid over to the treasurer \$700, and the balance of over \$200 is no where, and it caused so much trouble and botheration that I believe they concluded not to try it again. Not a single district has laid a tax this year. The County Clerk, I understand does labor in assessing the school tax in the county, to the amount of eighty or a hundred dollars, in May, all of which he has to lose because the law has made no provision for paying him anything. If I should suggest anything, it would be to leave the whole business of laying and collecting taxes with the trustees of schools, and not trouble the county officers with it any further than to take the list of property off the assessor's books. The whole business of the examination of teachers by the School Commissioner, and giving certificates is a perfect humbug, and might be disposed of without the least detriment to the community. I do not wish to speak evil of dignitaries, but it rather strikes me that the office of the State Superintendent with the salary of \$1,500 a year might also be placed in the same category. I do not know what he has to do to earn his very handsome stipend; but, I suppose he is a lawyer, and as it is the lawyers that have the making of most of our laws, I suppose it is necessary to have a lawyer to expound and ex-

plain the law for the people, and thus the office of State Superintendent had to be created. I do not think he has ever shown his face in this part of the State, and all that I have ever heard or known of his doing for us was the sending around of a few circulars, requesting the names of school officers. All of which is respectfully submitted, etc."

In 1876, a Teachers' Association was established under the auspices of Superintendent W. H. Hilyard, who is yet the efficient officer at the head of the schools of the county. The first attendance was composed of about forty teachers. There was a healthy increase of members, and in 1880, the attendance reached sixty teachers. This Institute was under the efficient management of Prof. I. H. Brown of Edwardsville, aided by Prof. Mann of Ashley. Much good was done in these sessions for the teaching profession, and it may be hoped that they will be encouraged and fostered for many years to come.

The following is a roster of the names of school commissioners and county superintendents of Monroe county in the order of their election;

Solomon Patterson, appointed September 5, 1832, by county board; John Morrison, appointed September, 1834, by county board. William Cowell, elected August, 1841; Ananias Divers, elected August, 1843; C. H. Kettler, elected August, 1845; W. L. Adelsberger, elected August, 1847; W. L. Adelsberger, re-elected August, 1851. Mathias T. Horine, elected at a special election February, 1853; James A. Kennedey, elected in 1861; Joseph W. Rickert, elected in 1869; Joseph H. Hilgard, elected in 1873, present incumbent.

We also append a list of the names of the present Township Treasurers:

Henry Homrighauson, township 3, range 8; Z. J. Voris, township 2, range 9; Hugh Murphy, township 3, range 9; Dr. J. Chewing, township 4, range 9; F. W. Brickey, township 5, range 9; Christ. Brinduker, township 1, range 10; William Bode, township 2, range 10; John P. Hoffman, township 3, range 10; William Mayeys, township 4, range 10; Philip Mans, township 5, range 10; Frederick Zweig, township 1, range 11; Jacob Meyer, township 2, range 11; Louis Ihorn, township 3, range 11; William Feldmeir, Jr., township 4, range 11.

We have thus briefly sketched the rise and progress of the schools of Monroe county. Its advancement will bear favorably with other counties in the State, and it is to be hoped that it will take no backward step in the cause of the free schools. They are the foundation, the grand bulwarks which are to perpetuate the free institutions and government of the American people.

## PERRY COUNTY.

BY B. G. ROOTS.

For much of the data obtained for the compilation of the schools of Perry, I am under obligations to the present corps of teachers of the county, and specially to the Rev. Peter Hagler, Wm. M. Eaton, and R. H. Eaton, all of whom were school-boys, together, in an early day, and have since been

well known as teachers and school officers in the county. I also desire to mention the names of the following persons, who have taken an interest in our common schools, for many years: Hon. P. C. C. Provat, who taught a school on Holt's Prairie, as early as 1839; Nelson Holt, Henry Clay, David A. Hoge, M. C. Edwards, Heman E. Kelsey, Laura M. Tuthill, H. West, W. S. D. Smith, C. H. Roe and J. B. Ward.

The early schools were taught under contracts, signed by both teacher and patrons. I will here append copies of two articles of agreement to teach as written at that time. The first is between Allen Parlier, long an honored citizen of this county, and parties in Washington county, and reads as follows:

"Articles of agreement drawn this 25th of May, 1833, between Allen Parlier, of the county of Washington and state of Illinois, of the one part, and we, the undersigned, of said county and state, of the other part, witnesseth, that the said Parlier binds himself to teach a school of spelling, reading, writing, and the foregoing rules of arithmetic, for the term of three months, for \$2 per scholar, per quarter; said Parlier further binds himself, to keep good order in said school, will teach five days in each week, all due school hours, and will make up all lost time, except muster days, and will set up with twenty scholars, the subscribers to furnish a comfortable house, with all the conveniences appertaining thereunto, the school to commence as quick as the house is fixed. N. B.—Wheat, pork, hogs, beeswax, tallow, deer skins, wool and young cattle, all of which will be taken at the market price, delivered at my house, at the expiration of said school, day and date above written.

(Subscribers' names.) ALLEN PARLIER."

The second article is shorter and without date.

"Ferdinand G. Humphreys, proposes to teach a common English school, at the school house near John Baird's Esq., in Holt's Prairie, Perry county, state of Illinois, in town five, south of range two west, for the term of sixty days, at the rate of two dollars per scholar. We undersigned subscribers, agree to pay to F. G. Humphreys, the above named teacher, each for himself, two dollars per scholar, for the term of sixty days, and they agree also, that the said teacher may draw their proportionate share of the school fund."

This is signed by the teacher and ten subscribers, three of whom sign for  $\frac{1}{2}$  scholar each. The whole number of scholars that subscribed for it, is eighteen and one half. The teacher boarded around among the employers, a week or so, in each family, without charge. The articles under which Hon. Philip C. C. Provat taught in different parts of the county, in 1839, and six following years, were much like the above; he agreeing to take young cattle, mink skins, &c., in payment, and not to charge widows anything in addition to their share of school fund. Most of what was due him from subscribers, to one school, was paid in fence rails, delivered on land which he had bought with what he had received for teaching. That we may know what was meant by a comfortable school-house, I give a description of one, furnished by Messrs. Eaton, who know whereof they affirm, as their early school days were passed in this house. "Our

school-house was 18x20 feet, built of round logs, about 1833. The openings between the logs were closed with pieces of wood, split to the right thickness, and daubed with mud; this was called chinking. At one end was a fire place, six feet wide, for burning wood. The fire place was made of split logs, which were partially defended from the fire by a big slate stone, and clay. The chimney was built of slats laid in mortar, made by mixing wet clay and straw. On each corner of the chimney, at the top, was laid a large ball, composed of this mortar. These balls answered both for ornaments and holding the pieces of the chimney in place. On the east side the upper half of the fourth log, from the bottom, was cut out for 16 feet in length; the lower half of the log above this, was cut in a similar manner; through this opening the light entered the building, except in cold and stormy weather. Above this opening was a long plank or board, suspended by leather hinges, which was lowered down, to close the opening in bad weather. When this opening was closed, some of the scholars saw their books by light that came through crevices in the walls, and others gathered about the fire place and studied by light coming down the spacious chimney. Parallel with the lower edge of the opening in the wall, was placed a split log, which extended the whole length of the house, and was inserted into the space between the logs at each end. This half log was our writing desk. In some school-houses a long plank, supported by long pins, driven into holes bored in the logs, took the place of the split log for writing desk. The seats were made of split logs, with holes bored into their lower side, into which, pins called bench legs, 8 to 20 inches long, were driven. The benches were placed near the walls, leaving the central part of the floor vacant. On this vacant space classes stood to recite. There was no floor but the earth. This soon became smooth, so that walking around made little noise." One correspondent says: "To the first school that I attended, I walked 4 miles, in company with two older brothers, in 1833. Webster's spelling-book was the only text book used by my brothers, and one was considered sufficient for both of them. In later years, all that was taught in any of the schools that I knew anything about, was spelling, reading, writing, and arithmetic. After finishing the spelling book, we read as class books, the Testament, life of Gen. Francis Marion, and Columbian orator. Most of the studying was aloud, and one passing near the school house could hear simultaneously, "Baker, brier. A. A. S. Fellow of the American Academy,—5 times 1 are 5, 9 times 9 are 81. An old man found a rude boy," etc. The paper on which pupils wrote, was not ruled when it was bought. To enable pupils to have it properly ruled, the teacher had a ruler, to which a lead pencil was attached by a string. Each scholar ruled his own paper, and many a rap on the head we got for ruling irregularly. Our pens were made of goose quills, and one important part of the teacher's qualifications, was ability to make a good pen. We made our own ink by boiling brier roots, and adding a little copperas. The juice of poke berries was much used for ink, so was a solution of indigo. Not many of the scholars walked as far to school as I did when I first began to attend, but all the children

of school age within a radius of 3 miles attended, making the whole number of pupils 17.

After one or two terms an Eastern man taught, and he talked about grammar, and urged the necessity of having it taught in school, but the people seemed to think it was some kind of language, not likely to be much used, and it was kept out of the school for several years after this. Spelling, reading, writing, arithmetic, and good manners and morals were all that was taught in most of our schools. In some, geography was taught by singing. All the states and their capitals were wrought into a tune, which was sung.

Corporal punishment was common. The teacher carried in his hand a long hazel switch, and when he saw ten or fifteen boys who sat on one long bench about to go to sleep, or engaged in mischief, he tingled their bare feet and shins with his switch. When a boy was guilty of a flagrant violation of rules, he was called into the middle of the floor, and received over the shoulders a number of lashes proportioned to his offence. The severest punishments were administered with the "ruler," a piece of wood eighteen inches long, one half or three-fourths of an inch thick, and one and one-half inch wide. The teacher took hold of the right hand of the boy with his left hand, straightened out the fingers, held it firmly, and smote it with the ruler, frequently until the hand was blistered. The schools were not commonly crowded with too many scholars; and if one parent was too poor to pay, the early teachers treated him with liberality, and said: "Send your children to school without pay." It was also a common thing for an old pioneer who had no children to send to school, to pay something to the teacher in order to have the school kept up. At the close of the term there was a spelling match between our school and the one nearest to us. It was attended by nearly all the men, women and children in both districts—more than could get seats in the school-house. The match was decided long before noon—five bushels of apples were distributed among the children. The larger boys and the men present put in most of the remainder of the day in playing ball. Among the players were M. G. Maxwell, who weighed 250 pounds, and several gray-headed men.

All the spelling was oral, no scholar having a slate until he was ready to "cypher." It commonly took several terms to reach this point. At least once during every term, a visiting day was appointed by the teacher, and all came,—fathers, mothers and the little ones. This somewhat long description of our primary school, which is a fair specimen of the schools of Perry county from 1830 to 1840, gives a better idea of the schools than any general description that I could give. I will give an instance or two, to illustrate the interest which the early settlers felt in education, although many of them had had very little opportunity for obtaining "book learning" in their youth. I knew one case, in which the chimney, made of sticks and sod, fell down near the close of the school, one day, and was burnt. The teacher sent word by the children, to the men, to come and rebuild it. The next day every man in the district was there to help, and the chimney was completed, so that school

was stopped but one day. About 1841, the school-house on Eaton's prairie was accidentally burned. In three days, another house was built on the same spot by the men in the district, without the expenditure of one cent of money, and the school was started again on the fourth day. The schools of the county continued much like the one described until the decade extending from 1840 to 1850. During this period there was great improvement with schools, a large part, but not all, of which was owing to improved school law. They have continued to improve, and will now compare favorably with the public schools in any part of the United States. Within a few years past I have visited the schools of every State from Missouri to Maine, and all the schools of this county, and although there is still much room for improvement in our schools, what I have said of them as compared with others I know to be true. The private schools—schools not coming under the name of common or public schools—have done much to cause this improvement.

In 1839, B. G. Roots and wife opened a boarding-school on the land where he now resides. In this school every thing which is now required to obtain a first grade teacher's certificate, and several other branches, were taught. He has taught in the county some part of each of more than thirty years, and from every year's school some have gone out to teach. In 1842, Nelson Holt and his wife commenced teaching in the county, and taught much of the time up to Mar., 1851. They did as good work as the graduates of normal schools now do. Miss A. F. Holt commenced teaching in this county in 1860, and is still teaching, and adding to the pedagogue roll. Samuel Eaton, who received his death wound on the field of Shiloh, discharging the duties that devolved on him as Major of the 18th Illinois Infantry, commenced teaching in the common school in 1842, and taught from time to time until 1851. Many of his pupils have been counted among the best teachers in the county.

Below I give a list of those who have acted as principals of the graded schools in the county. Most of them have done good work and aided in supplying the demand for good teachers: J. B. Ward, in addition to his other work, has for several years taught during a portion of the summer, and in August conducted an institute for one month, the special work of which is to drill teachers. This teachers' drill in this county was first begun by R. G. Roots in 1870, and has been conducted by the county superintendent every year since then. I am sorry that I can not name all the veteran teachers, but my memory is fallible, and all my appeals have failed to induce them or their friends to give me their names. I take pleasure in making honorable mention of the following veterans, in addition to those named elsewhere in this paper: James Preston, Thomas W. Blair, Franklin Campbell, J. R. Cleveland, La Fayette Church, Abel Campbell, David M. Hoge, A. J. Dickenson, John Cooper, Lewis Garret, Sarah Heape (now Mrs. Abner Williams), Thos. Saunders, Obadiah West, Jacob Walker, John S. Haggard, William Baldridge, James Holliday, F. G. Humphreys, Rev. Lysias Heape, Isaac Hale—all of whom have ceased to be teachers here, and most of whom have



passed from this life. To insert all the names of the honored host who have done good work in our common schools within the last thirty years would require more space than I am allowed. I believe that John B. Eaton, who has taught some part of each of the last 37 years, and is still doing good work, is the senior of the present force in ungraded schools.

The following list comprises the names of such as I recollect of the same class who have taught long enough to be counted veterans, that are not named as principals of graded schools, or otherwise:—Messrs. Samuel Y. Hawkins, John S. Williams, John D. Strait, Richard P. Todd, Wm. M. Eaton, Richard A. Hampleman, Benj. F. Hammack, James W. Van Brunt, James W. Blair, James R. Blair, Richard S. Guy, Rob't Rushing, Samuel L. Sibbett, John F. Hanna, J. Hosea Thornton, Josiah Malone, Friend Smith, Solomon McPherson, John V. Tyler, Mrs. Eliza Miller Lipe, Julia C. Eaton West, Sophia B. Ross Tuthill, Mattie K. East. Sadie Harshaw White, Emma Hawkins Ward, Mary Chamberlin Burgess, Francis Thompson McMillen, Misses Laura M. Tuthill, Mary F. Leigh, Emma Wheatley, Dora A. Lipe, Sarah Heape, Mattie Heape, (daughters of Rev. Lysias Heape), Mary E. Kelsey, Marianne Milligan, Tillie Hissong, Anna M. Sibbett, Mary E. Cotter and Martha Mc Millin.

#### SCHOOL COMMISSIONERS AND CO. SUPTS.

The School Commissioner was the successor in office of Commissioner of School Lands, as the Co. Supt. is of School Commissioner.

David Baldridge was first appointed by the County Court as Commissioner of School Lands in 1841. Chas. L. Starbuck became School Commissioner in 1845. His resignation of the office is dated: Battle Ground N. Orleans July 26, 1846; he was followed by Wm. H. Turner in 1846; Nelson Holt in 1847; Marmaduke N. Ferguson in 1849; Samuel Eaton in 1850; Isham E. Willis in 1854; Zebedee P. Curlee in 1857; Charles E. R. Winthrope in 1861; Richard M. Davis in 1863; James W. Blair in 1865; B. G. Roots in 1869; John B. Ward in 1873; R. B. Anderson in 1882; Since the schools became really *public* schools, free to all children of school age all moneys used for payment of teachers or any other purpose connected with schools, pass through the hands of County Superintendent and Township Treasurer. Not one defaulter is found in the list. The School laws show that great changes in the duties devolving on County Superintendents have been made since 1841. Then the care of the finances comprised nearly all his duty. Now the law makes him indeed Superintendent of Schools. Mr. Winthrope was the first Supt. so far as I know, or can learn, who visited the schools officially. His immediate successor continued this important part of the work to some extent. Every school in the county was visited by the Supt. in 1870, in 1871 and in 1872, and the Supt. was paid five dollars a day for the time occupied in visiting the schools. The visitation of schools by the County Supt. did more to elevate and improve the schools than an equal sum expended in any other way has ever done.

In 1873, the County Board put a stop to the Supt's visiting schools, by limiting the time for which he shall be

paid by the county for educational work, to so small a number of days that it is impossible for him to perform all other educational work which is peremptorily required of him by law, within the number of days for which he is paid. He was allowed pay for 37 days for educational work during the last school year. The County Board has fixed the salary of the County Supt. elected Nov. 7th, 1882, at \$180 a year. This does not include his commission as financial agent of school fund. There are now sixty-nine school districts in the county. Each of one hundred and nine teachers, taught in the county, some part of the last school year. The aggregate compensation of them was \$18,623.91. The average pay of male teachers during the year was \$38.10 per month. Same of females, \$30.68. Amount of Township funds in the County, \$15,846.33. Amount of County fund, \$4353.07. Amount of tax levied by school districts, collected, and paid Township Treasurers and by them disbursed for school purposes, \$16,552.51.

*Graded Schools*—Although some districts had more than one teacher previous to 1867, there was no regular graded school in one building previous to that date. The first graded school in the county was opened in the brick school-house in Du Quoin Jan'y. 2nd, 1867.

The Principals have been B. G. Roots, S. R. Wilson, E. J. Palmer, J. B. Ward, H. A. Cooledge, G. F. Foster, J. B. Ward, (two years,) B. W. Pope, J. B. Ward, (three years,) C. O. Sawyer, (two years.) J. B. Ward, is now principal.

Pinckneyville Graded School began in 1870.

*Principals and Assistants*.—1870, Principal, Wm. McNeil; Salary per month, \$60.00; Assts., E. H. Lemen, \$55.00; D. A. Hoge, \$50.00; 1871, Prin. S. Gee, Assts. D. A. Hoge and Miss Jenner; 1872, Prin. D. A. Hoge, Assts. Eliza Harshaw and J. H. Thornton; 1873, Prin. D. A. Hoge, Assts. Miss Lyon and Miss Mary Primm; 1874, Prin. S. C. Bond, Assts. E. M. Hawkins and A. P. Owens; 1875, Prin. B. G. Roots, Salary per month, \$100.00. Assistants Emma Wheatley, Miss L. Abbott, Alice Burgess, D. B. Van Syckle, R. B. Anderson and Geo. H. Farmer, have each been principal one year; 1882, Samuel Y. Hawkins principal. In every case in which the salary or names of assistants is omitted in the above list I have been unable to learn what they were.

*Tamaroa*.—I have searched carefully for facts respecting the Tamaroa Graded School. I am not fully satisfied with the fruits of my search, but I believe the following is a correct list of Principals. The date following the name denotes the year in which the person named became principal. Some of the principals named below taught before the school became a regular Graded School in one building:

Green, 1859; Wells, 1860; Miss A. F. Holt, 1862-63-64; P. White, 1865; A. Etherton, 1866; Wyatt, 1867; J. B. Ward, 1868; Miss A. F. Holt, 1869; W. E. Smith, 1870; J. B. Ward, 1871; P. White, 1872; Wm. Edwards, 1873; B. W. Pope, 1874; W. G. Heape, 1875; J. H. Thornton, 1876; B. G. Roots, 1877; R. B. Anderson, 1878; E. J. Ward, 1879; P. F. Adkins, 1880; Matt. Ferguson, 1881; C. Laban Kruse, 1882.

In Du Quoin School, every since it became a graded

school, all the branches named in a first grade certificate are taught.

These branches have all been taught at some time in the other two graded schools. Miss Holt taught some of the first grade branches while she was Principal of Tamaroa. During her last term of service the School Board prohibited the teaching of any but second grade branches, and the first grade has been taught but little in this school since then. About one fourth of the teachers in the ungraded schools are qualified to teach first grade branches, and most of these do teach some of them.

On August 25 and 26, 1882, sixty-nine applicants for teachers' certificates were examined. Fifteen of these received First Grade certificates; thirty-five received Second Grade, and nineteen failed of coming up to the lowest standing, on which the County Superintendent issues a certificate.

Du Quoin and Pinckneyville are the only points in the county at which there are many colored children. At each of these places a separate public school for them has been kept for several years past.

The few of them who reside in other districts attend the common school with the whites.

*Du Quoin Female Seminary.*—Was located about five miles southeast of Du Quoin, in what was then known as Du Quoin, and now known as Old Du Quoin. Next to the County seat, it was the largest village in the County. This institution should be named in this history as having been an important factor in improving the public schools. It came into existence through the influence of an eastern teacher, (Miss Paine, of South Hadley, Mass.,) sent out by an Educational Society in answer to an application for a teacher for this locality.

Miss Paine commenced her teaching in the District School-House June, 1852. More scholars came in than the house would accommodate, so a room was fitted up in another building, and a second teacher (Miss Reynolds, from Connecticut,) sent for, and employed to assist Miss Paine in her work.

In the fall of 1853, Miss Paine opened a private school, which became the Seminary after a charter had been obtained from the Legislature, and a Board of Trustees appointed. The corner-stone of an excellent Seminary building was laid June 13, 1855, and a permanent superstructure was erected in a reasonable time.

"To train teachers on the field" was laid down as the prominent object of the school. Teachers' diplomas were given to those that became proficient in the branches required by the school law of this State; and those that went out from this institution to teach, made marked improvements in the schools where they taught.

Rev. Josiah Wood devoted himself largely to the welfare of the Seminary. The early teachers, as copied from a catalogue, were Miss E. Paine, Miss Jane Hunt, Miss M. M. Moulton, Mrs. E. R. Saunders, Miss H. L. Plimpton, Miss Lizzie A. Dole, Miss Hattie Paine.

The debt contracted in erecting the building, caused it to pass into private hands in 1872. Since it became private property a school for both sexes has been maintained with creditable success.

#### SUPPLEMENT.

Since writing the foregoing, I have gathered the following additional statements respecting the schools in each of the precincts, into which the county is now divided, from such sources, that I believe them reliable:

*Pinckneyville.*—The first school in this precinct, was taught in a log school house 16x16 in 1831, near the West side of Four Mile Prairie, at \$2 50 per scholar for six months.

In 1832, Eliza Smith, from Kentucky, taught in a small log-school-house near Thomas Armstrong's. Later S. W. Woodside taught here.

June 3d, 1833, the Sheriff, by order of County Court, leased the Court-house for school purposes at fifty cents a month, to be paid by the teacher, or by the subscribers to the School Article.

*Paradise.*—The first school in this precinct was taught in 1830, by John S. Haggard.

A man named Hagaman taught in another part of the precinct at the same time. No building was erected for school purposes previous to 1838. Up to this time schools were taught in the house of the teacher, or in some deserted cabin. The first teacher in the new school-house, was R. P. Paramore. Obadiah West was also an early teacher in this precinct.

*Du Quoin Precinct.*—The first school in this precinct was taught by Abraham Brayshaw, about 1830, in the west part of Nine Mile Prairie. The first school-house was erected about three and a half miles south of where Du Quoin now is, and a Mr. Beneldo was the first who taught in it.

*Tamaroa Precinct.*—The Bland school-house, about five miles northeast from Tamaroa, was erected in 1832 or '3, and named after "Grandfather" Bland. First teacher was Jacob Walker, and the second teacher was "Granddaddy" Johnson, who taught in 1834.

*Cutler Precinct.*—The first school was taught in Lost Prairie, by Miss E. Tilden. The first school-house was erected on section 16, T 5, S. R. 4 W, in 1835, in the same prairie. John Cooper taught in it during the summer of 1835. About the same date a school was taught for a short time in Conant's Prairie, but it could not be kept up.

*Grand Cote Precinct.*—The first school was taught in a little cabin, on S. E.  $\frac{1}{4}$  of sec. 30, T. 4. S. R. 4 W. The next school was taught by John Fulton, in his kitchen on sec. 4, town 4, in 1835 or '6.

*Beaucoup Precinct.*—The children who resided west of Hutching's Prairie, at first attended at "Big Rock" school-house, in Washington county. Those who lived east of this prairie, attended school in Mud Prairie. The first school-house was erected on Edward Hodge's place, the second on the Truster place, in 1850.

*Southwestern.*—Robert Clark taught the first school in 1825, in a little log school-house, erected the same year. The architecture of the school-houses named, in connection with the several precincts, was similar to the description, given by Messrs. Eaton, and copied in the former part of this sketch. Books were also much the same. In some schools, the American Preceptor, Columbian Orator and Pike's Arithmetic, were used also.